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ABSTRACT

The Project for Adult College Education (PACE) at Los Angeles Pierce College, in California, is a transfer-oriented General Education program for working adults. The program was initiated in 1986, enrolling approximately 200 adult students each semester during the first 2 years. The program now enrolls approximately 400 adult students each semester, and includes the following components: (1) a curriculum which meets the freshman/sophomore requirements at most public and private universities in California, and is structured so that students can matriculate in five semesters, earning 60-units of credit; (2) a strong emphasis on collaborative learning through the use of study teams which meet on a weekly basis at a student's home; (3) a staff comprised of four faculty, a director, a dean, a counselor, and a secretary, who meet on a weekly basis to discuss and plan ongoing program operations; (4) courses scheduled to repeat every five semesters so that a student entering the program in either fall or spring can complete the program coursework in five semesters; (5) a student body which is 70% female and 28% ethnic minority; and (6) course scheduling designed for working students in which participants are enrolled in four courses each semester, and attend classes one night per week and on alternate Saturdays from 8:00 a.m. until 5:00 p.m. The only non-transferable course required of PACE students is English 28 (pre-college composition). Though the PACE program emphasizes a Business degree, the 60 credits earned can be applied to a number of bachelors degrees at senior institutions. A list of all PACE courses and course descriptions; a list of senior institutions accepting PACE graduates; and data tables are included. (PAA)

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BOARD OF GOVERNORS EXEMPLARY PROGRAM AWARD PROPOSAL

THE PROJECT FOR ADULT COLLEGE EDUCATION (PACE)

Los Angeles Pierce College
6201 Winnetka Avenue
Woodland Hills, CA 91371

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Proposal prepared by:
Jeff Cooper, Director

Submitted:
March 13, 1992

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March 9, 1992

Jim Locke, President
Academic Senate for California Community Colleges
1107 Ninth Street, 9th Floor
Sacramento, CA 95814

Dear President Locke:

I am pleased to write this letter in support of the nomination of the Pierce College Project of Adult College Education (PACE) for the Board of Governors exemplary program award. I strongly believe the Pierce College PACE program deserves the award based on the positive impact it has on the working adult student population, on the curriculum here at Pierce, and its verifiable influence on our transfer students.

PACE is a transfer-oriented academic program designed for working adults, a student population that we at Pierce College find in ever-increasing numbers. Within five semesters, a PACE student will earn the 60-units required for an Associate degree and be eligible for transfer to a four-year university. There are accelerated programs at each of the universities to which PACE students usually transfer, which means a student will be able to earn a Bachelors degree within 5 years.

PACE came into being at Pierce College in 1986, with an enrollment of approximately 200 students each semester in its first two years. The program has grown to an average size of 400 students each semester. So far, PACE has served nearly 4,000 students, a significant number of whom have transferred to the universities on their way to an advanced degree.

Serving a student population of a wide range of ethnic and cultural backgrounds, PACE affords the opportunity for the adult student population to achieve academic, professional, and personal goals through a non-traditional mode of education. Classes are scheduled at times appropriate to a working population, and the program's staff provides a level of support that helps assure student retention and success. Because of the college's willingness to address the needs of that student population, and because of the effectiveness of the program itself, many adult students finally get their chance to pursue a degree after having been out of school for a number of years, raising a family, or not having the opportunity for various other reasons to attend college prior to this time.

The success stories from our PACE graduates are many. There is the student who began in PACE, hoping to earn a promotion on the job, and who was promoted when she was half-way through the program. She decided to complete the courses, anyway. There are other instances of PACE graduates in Masters and

PhD programs at major universities, including Pepperdine and UCLA. These are not isolated cases, however, because whether the stories are of this level of magnitude or are of students who have attained their personal goals, the PACE program has provided outstanding opportunities to people from many levels of abilities and circumstances.

In terms of content and rigor, the PACE classes have elevated academic standards to such an extent that our transfer students are among the best prepared Pierce College has to offer. While in the program, our students exceed expectations. For example, approximately 20% of the Fall 1991 Dean's List was comprised of PACE students, an especially impressive number considering that the program accounts for about 2% of the total college enrollment. When PACE students transfer, they attest to how well-prepared they are for university-level academic course work, further substantiating the high academic standards in the Pierce College PACE program.

I have rarely, if ever, come into contact with an educational program that affords the opportunities and provides the rewards that our PACE program does to so many students. For the faculty and students to receive the Board of Governors exemplary award would be a tremendous tribute to the time, effort, and commitment it has taken for the Program for Adult College Education to achieve its lofty standards and outstanding reputation these past six years.

If I may be of further assistance, please contact me at your earliest convenience.

Sincerely,

LOWELL ERICKSON, President
Los Angeles Pierce College

March 9, 1992

Jim Locke, President
Academic Senate for California Community Colleges
1107 Ninth Street, 9th Floor
Sacramento, CA 95814

Dear President Locke:

It gives me great pleasure to nominate the Los Angeles Pierce College Project for Adult College Education (PACE) for the Board of Governors exemplary program award. As you know, this is the first time our college has nominated any of its outstanding programs. The PACE program is highly deserving most particularly because it very effectively addresses the needs of educating a working adult student population.

Given the economic times in the Los Angeles area and, indeed, throughout the state and nation, more and more adults are opting to return to education in order to earn a college degree. In fact, in a recent survey conducted by the noted firm Michael Maas and Associates, it was noted that the adult student population in the San Fernando Valley will increase by approximately 20% over the next 5-7 years, indicating a clear need for Pierce College to address and meet these demographic indications. The response our college designed in 1986 continues to offer unparalleled opportunities for present and future adult student populations to achieve their goals through a non-traditional mode of education.

I would like to highlight what I believe to be one among many of our PACE program's outstanding components, its use of "collaborative learning" which is applied most clearly in the "study teams" that are so valuable to the program success. PACE might well be seen from a number of perspectives as a "college within a college" or as the closest to a small-college approach to education that any of our students might ever experience. For example, students entering the program will spend their five semesters with the same classmates because students choose their class night and location. In addition to spending that class time together, the PACE faculty strongly encourages students to join a "study team," comprised of others in the same class. That study team will continue throughout a student's time in the program, being supplemented by new members as a result of graduation. The quantity and quality of time PACE students spend together results in a superior experience of collaborative learning because the study teams give PACE students an invaluable forum for preparing and reviewing assignments. Likewise, study teams lay a very strong foundation for students who need an occasional academic or personal boost because of the highly intense and accelerated nature of the PACE program.

I am of the very solid opinion that the study team concept is at the core of why our students are attracted to the program, why they stay, and why they are so successful when they transfer to the university or return to their careers.

The Program for Adult College Education is an outstanding example of how Pierce College responded to the needs of a particular student population and how those students have been able to succeed as a result of the opportunities afforded them by PACE. Because of its significant contributions to adult students' educational, professional, and personal successes, I believe the Pierce College PACE program deserves the Board of Governors exemplary program award.

Please let me know if I may be helpful in any way in your considerations about our program.

Sincerely,

ANN HOUSTON, President
Academic Senate

THE PROJECT FOR ADULT COLLEGE EDUCATION

Los Angeles Community College District
Los Angeles Pierce College
6201 Winnetka Avenue
Woodland Hills, CA 91371
(818) 719-6485

Prepared by: Jeff Cooper, Director

ABSTRACT OF THE PROPOSAL

The Los Angeles Pierce College Academic Senate, in responding to the request from the Board of Governors to nominate a program worthy of "exemplary" status, identified the college's Project for Adult College Education (PACE) program. The recognition such a nomination represents is truly an honor to the program's students and to its faculty, in addition to bringing prestige to the college itself. To consider that the Pierce College PACE program is worthy of exemplary status brings an even stronger sense of pride in our efforts to educate our students than words can adequately express.

The attached proposal constitutes documented support that the Pierce College PACE program deserves the recognition afforded it by the Academic Senate. The proposal addresses the specific criteria identified in the cover letter from ASCCC President Jim Locke in order to establish the exemplary status of the PACE program.

The purpose of this abstract is to describe the general structure to aid the proposal's readers through the document. The proposal begins with an "Introduction" which provides a historical background to the founding of the PACE program. Following the introduction, the proposal identifies and addresses each of the "criteria for selection" listed in President Locke's letter.

Proposal Criterion A: **"Assuring Student Access, Retention, Completion, and Transfer: How the PACE Program is Structured."**
In this section, the reader will learn how PACE is set up in terms of which classes are offered in the program, how those classes are scheduled, and how the program is adapted to the needs of the returning adult student.

Proposal Criteria A and B: **"Assuring Student Access, Retention, Completion, and Transfer: The Direct Effect and Impact on Students of the PACE Team Concept."**
This area of the document discusses one of the program's most outstanding components, its "team concept," and how that concept permeates throughout PACE, helping to assure student access, retention, completion, and transfer.

Proposal Criterion B: **"Impact of the Program: The PACE Success Stories."**
The highly successful impact of the PACE program on its students and faculty is one of the program's most worthy attributes. This part of the proposal presents a few examples of how significant our program is in that regard to our students.

Proposal Criterion C: **"Replicating the Program: How Easily PACE Might be Adopted at Other Colleges."**
As a mode of educating working students, PACE is among the easiest of programs to replicate. This section of the proposal identifies the basic requirements and the necessary intangibles which can lead to a successful replication of the Pierce College program.

Proposal Criterion D: **"The Board of Governors 'Basic Agenda:' How PACE Addresses the Identified Issues."**
The "identified issues" discussed in this area of the proposal are: transfer and General Education; ESL and basic skills; student services; human resources; and finance. That the Pierce College PACE program very effectively addresses each of these issues can be seen from the discussion.

Proposal Criterion E: **"Increase the Access, Retention, Completion or Transfer Rates for Underrepresented Groups: How the PACE Program Meets these Needs."**
In the absence of a definition having been provided within the proposal request, "underrepresented groups" are taken to mean those defined in the Board of Governors "Basic Agenda." The Board identified "the majority of new workers -- women and minorities -- [who] traditionally have been underrepresented in postsecondary education." Statistical information is presented in support of the claim that PACE successfully increases the access, retention, completion, or transfer rates for underrepresented groups.

Proposal Criterion F: **"Offer support for students who are deficient in basic skills."**
In addition to the support available throughout the college itself, in the form of workshops and tutorials presented through EOP&S, Gender Equity, and other services, the PACE program offers a summer session course in English 28, which is minimum-level English course for entry into the program. Plans are being formulated to establish a series of math workshops -- possibly through the College Extension Office -- which could help prepare students for the Mathematics 230 class offered in the program.

Statistical information in each of the attached appendices was provided by (1) the Educational Services division of the Los Angeles Community College District and is

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based on the most current sample available (Fall 1990 and Fall 1991), by (2) the Matriculation Officer at Pierce College and is based on the Spring 1992 enrollment data, and (3) from a survey conducted February 4, 1992 of Spring 1992 PACE students.

If there are questions concerning the information presented in this proposal, please contact its author, Jeff Cooper, Director of the Project for Adult College Education, at (818) 719-6485.

THE PROJECT FOR ADULT COLLEGE EDUCATION

Los Angeles Community College District
Los Angeles Pierce College
6201 Winnetka Avenue
Woodland Hills, CA 91371
(818) 719-6485

Proposal Prepared by: Jeff Cooper, Director

INTRODUCTION

During the mid-1980's, Los Angeles Pierce College began to formulate a response to the needs of a newly emerging non-traditional and underrepresented student population. That population was comprised of an increasing number of adults returning to education after spending time in professional and personal pursuits. What became apparent in discussions within the college and between the college and its community was that an alternate mode of educating a working adult population had to be designed and implemented if Pierce was to meet its educational obligations toward the community.

The "adult education" programs throughout the State, and certainly many within the Los Angeles area, primarily emphasize basic skills education. Realizing that this area was being addressed elsewhere, it became apparent that Pierce both needed to and could modify its presentational modes in order to offer a General Education, transfer program appropriate to the working adult while, of course, continuing to offer a "regular schedule" of transfer courses for the college's other populations. It was apparent, however, that the "regular schedule" of classes would not meet the needs of the working adult student population.

The Project for Adult College Education was established at Pierce College in 1986 to meet the needs of a student population composed of adults who, most typically have:

- Been out of any formal educational environment for 5-10 years or more;
- Worked, or are currently employed, in various professions or have had to meet family obligations, often since the time they last attended school;

- Completed high school, either through graduation or the G.E.D.;
- Expressed the goal of earning an Associate degree from Pierce College;
- Expressed the goal of earning a Bachelors (and perhaps also an advanced) degreefrom a four-year university; and,
- English skills assessed above the "regular" student population at Pierce College.

Given these and other relevant demographic and psychological factors, one significant need that was identified was to provide a program that could fit into an adult student's time schedule while simultaneously maintaining a high level of educational quality in terms of course content and rigor. It was quite apparent that a typical Monday-Wednesday-Friday curriculum package would not fit, nor would a transfer program be workable if it would take several years to complete – for example, as long as it typically would take a "regular" student to complete General Education requirements.

A very basic overview of the Project for Adult College Education shows that it is:

- A curriculum package of General Education, transfer course work;
- A curriculum package of course work which can meet requirements at most public and private universities in California;
- A program through which a student can matriculate in five semesters, earning 60-units of credit;
- A program into which a student may enter at the beginning of any semester, in anticipation of completing the requirements for graduation 2-1/2 years later;
- A program designed and maintained for working adult students, a population comprised largely of underrepresented students and minorities.

What came from the discussions was the Project for Adult College Education at Los Angeles Pierce College designed and tailored to fit this emerging student population. Since its inception six years ago, PACE has provided educational, professional, and personal growth to approximately 4,000 non-traditional, underrepresented students.

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PROPOSAL SELECTION CRITERION A

Assuring Student Access, Retention, Completion, and Transfer: How the PACE Program is Structured

The Project for Adult College Education at Pierce College is an Associate degree, transfer, and General Education curriculum package. A who student enters the program with no previous college credits can earn the 60 units required for an Associate degree within a five-semester period of time. During the Fall 1990 and Fall 1991 semesters, 64.6% had completed college work prior to entering PACE. A clear majority of students entering PACE indicate they are in the program in order to transfer to a university. According to college application forms for Spring 1992, 81% of the PACE students declared the goal of obtaining a Bachelors degree after completing their Associate course work. (See Appendix D) Pierce College has matriculation agreements with neighboring public and private universities which, in turn, have accelerated adult programs. (See Appendix C) Therefore, a PACE student will be able to earn a Bachelors degree within 5 years.

PACE has its own counselor, assigned on a part-time basis to the program, with whom new students are required to meet prior to enrolling in classes. Continuing students are strongly encouraged to meet with the counselor on a regular basis throughout the time they are in the program. By providing one person who serves as an academic advisor to PACE students, we are better able to ensure the integrity of information disseminated to our students while also assuring that our program conforms with the academic requirements of the universities to which our students transfer.

The emphasis in our program is toward a degree in Business; however, because of the broad-based transferability of courses in our program, a student may be able to apply the 60-units of credit to any number of public and private universities in California. Because the PACE courses are scheduled on a rotating basis, a student may enroll at the beginning of any semester and still be able to complete the PACE

program in five semesters. The accessibility to PACE classes is assured in part, therefore, because the General Education requirements are applicable at CSU's, UC's, and private universities throughout the state, of course including those with accelerated adult degree programs. (See Appendix C) Likewise, student retention is assured based on the scheduling advantages afforded those in the program.

PACE classes are scheduled so they repeat every fifth semester. They are coordinated to fit into a "theme" (see Appendix A). Significant advantages for our students are derived from this type of scheduling, among which are:

- Students do not have to wonder which classes are transferable.
- Because of their inherent size prior to the beginning of the semester and throughout the various attendance census periods, PACE classes are more readily available in terms of not being cancelled due to lack of enrollment.
- Students are able to anticipate prerequisites for classes in the program.
- Students work with faculty on an intense, accelerated basis and are, thus, better able to stay focused on assignments and other classwork than they would in a "regular" semester class.

A "regular" academic semester is divided into two "PACE segments," during which students attend classes one night per week and alternate Saturdays from 8:00 p.m.-5:00 p.m. It was decided to schedule classes on a Tuesday, Wednesday, or Thursday, from 6:00 p.m.-10:00 p.m. because it became apparent that those evenings were practical for the adult population, especially considering the students' personal, professional, and academic needs. Classes are held at three on-campus and at three off-campus locations. A student, therefore, will enroll in classes for one of the week nights at either an on- or off-campus location. All students meet on campus a total of 8-9 Saturdays, with the approximately 200 on-campus students meeting at one location and the approximately 200 off-campus students meeting at another. At the mid-term point of the semester, the two faculty who were at the on- or the off-campus location switch to the other teaching facility, and the students remain at their chosen site.

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Students are required to enroll in all four classes offered each semester, unless they have previously completed one of them. Although a substantial majority are enrolled on a full-time basis, those students who are not in all four classes sign up for "directed study" course work with the instructor of record. In addition to classes, PACE students are required to watch instructional television course programs 2-hours per week per class.

The Pierce College PACE program has established a minimum entry level of English 28 (pre-college composition; it is the only non-transferable course offered in the program) based on the college's placement test. In addition, students take the math assessment test and complete a transfer-level course (Mathematics 230 [Mathematics for the Liberal Arts Student]).

> 61% of Spring 1992 PACE students self-identified as having been assessed at English 101 (college-level composition), while 95% self-identified as having been assessed at course work below Mathematics 230. (If there is, therefore, an area PACE will need to more effectively address in terms of basic skills preparation, it would certainly be in the area of mathematics.)

As a final note in this area of discussion, budgetary matters must be mentioned. PACE generates a significant amount of ADA funding for the college and the Los Angeles Community College District, although the budget for the program is only about 25% of the funds generated through enrollment. Funding is used for typical expenses such as faculty salaries, supplies, program assistants, and guest speakers. There are four faculty in the program, one of whom teaches the English and humanities courses and is the only permanent member of the teaching staff; the other three faculty are hired on a long-term substitute basis. Each faculty is paid for a full-load plus one hourly-rate class. The director of the program receives 3/5 reassigned time, mandated by the current collective bargaining agreement.

The structure of the PACE program, in terms of its classes, its scheduling, and its adaptability to the needs of the returning adult student, was not only a great concept

when it was conceived during the mid-1980's; the program has become even greater than anyone could have believed. The course work is rigorous, the rotational basis of presenting classes allows students to anticipate meeting their educational goals, and the accelerated mode of presenting those classes all offer the best possible response to meeting the needs of this non-traditional, underrepresented student population.

PROPOSAL SELECTION CRITERIA A and B
Assuring Student Access, Retention, Completion, and Transfer: The Direct Effect and Impact on Students of the PACE "Team Concept"

The cover letter from ASCCC President Jim Locke indicates that "a direct and demonstrated effect" is necessary for a program to qualify for the exemplary program award. The Pierce College PACE program certainly meets this criterion.

Among the most outstanding components of our PACE program is its "team concept," which is applied throughout the program. From the time a person calls the campus expressing an interest in PACE, through the time he or she meets with the counselor, and during the student's stay in the program, this concept of a "team" becomes the most effective means of assuring academic success for our PACE students. Because the PACE staff interacts with one another and with students on a very regular basis, we are able to monitor the effects our program is having on students, the college, and the community.

The PACE staff is comprised of four faculty as well as the director, dean, counselor, and secretary. The program hires a student program assistant to handle setting up classroom equipment (such as for the Physical Science laboratory class). The faculty's, director's, and secretary's offices are in the same building on campus. The counselor is currently housed in the Counseling Office. The secretary is shared with the college Honors Program, an arrangement which came about through administration support in allowing the two programs to mutually hire the first-ever secretary for either PACE or Honors.

The faculty and director hold office hours Tuesday, Wednesday, and Thursday from 3:00-5:45 p.m., following which the faculty go to their respective classrooms from 6:00-10:00 p.m. The counselor's appointments are scheduled at times convenient for our

student population (for example, Mondays from 4:00-8:00 p.m.). The PACE secretary's hours are Monday-Friday from 8:30 a.m.-5:30 p.m.

All members of the staff meet every Tuesday for approximately one hour to discuss the previous week and to anticipate the up-coming week of instruction. During a typical meeting, we might discuss an individual student's needs, faculty grading policies, assignments, and administrative and curricular concerns. In addition, the faculty and director are on campus throughout all the hours on an instructional Saturday.

The convenience of the office hours, scheduled at times when working students are able to meet with the faculty, allows the opportunity for a substantial number of our students to get individual attention on their assignments. Many students will, likewise, come to the office simply to interact with the staff -- even if he or she usually ends up asking a question or two about an assignment.

I know of no other staff which spends the length of time, highlighted by the quality of our professional interactions, that we in the Pierce College PACE program do. This intense level of contact with our colleagues provides an excellent basis for the bonding and support which is very apparent throughout the PACE staff.

Given the accelerated mode of instruction, coupled with the 400-student enrollment each semester, the typical staff member -- in particular where the faculty and counselor are concerned -- is confronted with a different set of circumstances than will usually be encountered in the "regular" program. For example, as one can imagine, PACE faculty must be the proverbial "Type 'A'" person who is able to maintain a non-traditional assignment, can cope with the quantity of assignments, and who makes a focused commitment to work within a system geared totally toward the academic success of its students. Therefore, the bonding and support between the PACE staff extends into the classroom in their willingness and availability to go the extra mile in helping PACE students comprehend and apply the subject matter of the courses.

An extension of the team concept also comes in the form of a bi-weekly newsletter, "PACE Notes," edited by the director of the program. Information is disseminated to the students concerning grants, scholarships, and other financial aid opportunities; about events on campus of interest to our students (workshops, speeches, and university orientation sessions, for example); and policies and guidelines relevant to the program itself. Anyone associated with the program is invited to submit an item to be included in the newsletter, although the only information published is relevant to the academic concerns of the program and the college. By keeping students thus informed, the PACE staff further displays the supportive and positive attributes of the team concept.

The team concept is applied throughout the PACE students, as well, in the form of "study teams." This concept is the epitome of "collaborative learning" in that the study teams have become so integral a part of the program. The faculty serves as a role model of the team concept, and students soon appreciate the value of the teams as a means of coping with the intense and accelerated mode of instruction in PACE.

Students self-identify into study teams, usually based on where they work, live, and their schedule. A study team ranges from three to six or seven members. A typical team will meet outside of class on a weekly basis, or more often as major assignments arise. For example, when the public speaking class is offered, team members may help critique a speech, or they may review an essay written for the Anthropology class.

The study teams form the basis of non-academic support, as well. Because students become members of a team during their first semester in PACE, they spend a great deal of time with the same classmates throughout their five semesters. As a member graduates, new students are recruited into a team in order to assure a high degree of continuity. The personal and academic support provided by this application of the

PACE team concept fosters the basis for assuring retention within and completion of

the PACE program. Study teams often collaborate and share between one another relevant information about assignments, course requirements, and the ways they have managed to cope with the intensity of PACE.

A study team's social value to its members forms the basis for strong social interaction and for personal support. Because, for example, teams meet on a weekly basis a member's home, the *esprit de corps* of a team's members results in positive reinforcement of the best aspects of "collaborative learning." At the mid-term and ending points of each semester, PACE students and staff gather at a no-host reception at one of the local restaurants, giving everyone the opportunity to interact socially. There is a graduation dinner sponsored by the program, again on a no-host basis, the week prior to the ceremony, giving our students, staff, and families to interact socially, as well.

In addition to interaction with the Pierce College staff and students, the PACE Director maintains contact through meetings and discussions with the five other PACE programs in the Los Angeles Community College District and the national consortium in Kansas City, Kansas. By so doing, there is on-going verification of the quality of the Pierce program.

The "team concept" is an extremely integral component in the success of our PACE program. Whether it emanates from or is shared through the students or the staff, the quality of support that is derived from all of us working toward the singular goal of academic and personal success gives clear definition to why PACE has been so effective for so many people in these last six years -- a legacy we fully intend to continue.

PROPOSAL SELECTION CRITERION B
Impact of the Program:
The PACE Success Stories

From the time of its inception in 1986, PACE immediately became an outstanding opportunity for adults to fulfill their life-long dream of getting a college degree. Many PACE students initially join the program with only the Bachelors degree as their goal, yet once they see how attainable PACE allows their immediate goal to be, they typically re-set their sights on a Masters or Doctoral degree. There are many students who testify to the very positive impact PACE has had on their lives.

> One of our very special graduates entered PACE on academic probation, having attempted college work on her own many times, and finding herself unable to fulfill her goals. The "success" end of her story comes from the fact that, when she graduated from Pierce in 1988, she was on the Dean's List. What makes her -- among the many others who have similar academic circumstances -- special to us is that she was murdered by a robber only a few months short of graduating from California State University, Dominguez Hills. Needless to say, her academic achievements speak volumes about the opportunities our program has to offer; that she was tragically stopped short of achieving her next goal adds all the more poignancy to her story. A most touching part of these circumstances is that CSU Dominguez Hills posthumously awarded her the Bachelors degree.

There are many other, less tragic examples of success in our program. For example, our graduates are among the best prepared for university-level course work. One of our graduates is currently working on her PhD in anthropology at the University of California, Los Angeles, and another student -- a 46-year-old who had not been in school for 15 years prior to entering the PACE program -- is in his second term in the Law School at UCLA. Many of our "founding" students from the Fall of 1986 have completed their Bachelors degree, and some of them have also begun graduate studies.

That our program is very strong academically can be seen in the Fall 1991 Dean's List numbers.

> The average enrollment in PACE is 400 students per semester, a number which accounts for about 2% of the Pierce College student population. Given that percentage, one would expect that 5-6 PACE students would qualify for the Dean's List based on a minimum 3.25 GPA. In Fall 1991, however, no fewer than 137 PACE students qualified out of a total of 744 college-wide.

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Those of us associated with the program could not be more proud of our students, especially in that every one of us knows that there is no "grade inflation" in PACE. Pierce College faculty who have not had the opportunity to teach in the program would agree. For example, PACE students sometimes enroll in "regular" courses -- perhaps to meet a requirement for their anticipated Bachelors degree, perhaps because they changed their originally declared major, perhaps for self-enrichment. The "regular" Pierce College faculty who have our PACE students in their classes agree note their eagerness to learn and that their academic performance is markedly better than the typical Community College student. In fact, it was a non-PACE faculty member who nominated our program to the Pierce College Academic Senate as a recipient of the Board of Governors exemplary program award.

There is a campus-wide committee, whose primary function is to review the academic program in order to assure its continuing quality. The PACE Advisory Committee is comprised of the program director, the counselor, the chairpersons of each of the departments of courses offered in the program, administrators, and community advisors. Periodic review of the program provides the opportunity to assure that PACE is meeting its academic and community obligations.

These few examples must be weighed in context, however, because not every story of success shows up in the person of someone who does well only academically. One of the most telling indicators of success comes in the form of personal growth as a result of pursuing a college degree and the many individual successes a person has along the way. To attempt to describe the tears shed and the ecstasy enjoyed by our students when they walk up the aisle at graduation could not do those emotions justice, but after the many years of waiting to take those prideful steps, our PACE students know just how much they have achieved.

PROPOSAL SELECTION CRITERION C
Replicating the Program:
How Easily PACE Might be Adopted at Other Colleges

Because no extra-ordinary budgetary expenses are involved in initiating and in maintaining the Pierce College PACE program, it is apparent that such a curriculum package could be offered at other colleges and universities, especially throughout California. Among the basic requirements which must be addressed and met to effectively replicate a PACE program are the following. (Please note that these are not necessarily listed in the order of when they must be accomplished prior to establishing the program or as it is maintained):

- Budgetary, administrative, and faculty support for initiating the program;
- Collective bargaining support for initiating, maintaining, and improving the program;
- Commitment from faculty (those in and out of PACE) to an accelerated, academic program;
- Commitment from the counseling department to an accelerated, academic program, especially to the extent of assigning only one counselor as the program's academic advisor;
- Continuing publicity in local newspapers and radio.

In addition to these basic requirements, there are many intangibles which need to be present for a PACE program to approximate our successes at Pierce College, among which are a staff which is highly motivated about, knowledgeable in, and devoted to meeting the needs of an adult student population. Even a cursory view of the demographics of our students gives a clear indication of how unique they are compared to the "regular" student population. There is more than meets the eye, however, when analyzing the relevant demographics because of the "human element" that is at the core of our success.

The factor of individual motivation among our students would, by itself, set the typical PACE population apart from "regular" students. This motivational quality is most readily seen in a unique characteristic present in the program: There is a tremendous network of support, which leads to a strong sense of identification between our students and the program. Even though they will very often ask the question we all do

various times, "What in the world am I doing here?" our students find the answer in their academic achievements, in the academic and personal support from their classmates and our staff, and, most significantly, in the support they receive from their family. To say that the intangible value of "identification" with the program works in the most positive ways might well be understating the case. Indeed, the "team concept" really is the basis for achieving success in a PACE program.

That there is an increasing number of adults who are opting to return to education can be verified by simply looking in the daily newspapers and listening to the news about the state of the economy in California and throughout the United States. Many adults are being forced to renew or learn job skills, and one major step toward accomplishing that goal is to earn a college degree. The Project for Adult College Education at Los Angeles Pierce College provides that opportunity at a most appropriate time in our students' lives and in the most effective mode of educating adult students.

PROPOSAL SELECTION CRITERION D
The Board of Governors "Basic Agenda": How PACE Addresses the Identified Issues

The Board of Governors document, "Basic Agenda: Policy Directions and Priorities for the Nineties," discusses the "changing composition of [the state's population increase]." (Page 3 of the Agenda) Reviewing the demographics of the Pierce College PACE program reveals how effectively our program is currently meeting or can be adapted to meet the challenges identified by the Board of Governors. For example, the results of a Spring 1992 survey indicated the following:

- 23% of the PACE student population is self-identified as other than White.
- 34% of the PACE student population is self-identified as being in the program to acquire or update their job skills and to discover or develop career interests, plans, and goals.
- Approximately 70% of the PACE student population is female.

PACE addresses these core demographic concerns by presenting a curriculum package geared to an adult population that is diverse in its cultural, ethnic, and gender backgrounds. In so doing, the Pierce College program specifically addresses components identified by the Board of Governors (shown as underlined, boldfaced text, following). Our program addresses a majority of the Agenda items, and we will continue to adapt PACE to meet the needs of our students where others of the Board's directions and priorities are concerned.

Transfer and General Education: ". . . The Community Colleges are enrolling more older students who tend to work, need child care, and want off-campus classes at flexible hours." (Page 7)

The Project for Adult College Education at Los Angeles Pierce College was designed specifically for an "older student" population. As previously mentioned, it was decided to focus on transfer education course work, instead of the typical "adult education" types of courses, in order to fulfill the need for returning students to earn an Associate degree and prepare to transfer to a university.

By scheduling classes on a rotating basis, and by conducting classes at both on- and off-campus locations at hours appropriate for the working adult, the Project for Adult College Education at Los Angeles Pierce College has recognized and met the need to establish an accelerated set of courses that can meet academic standards in terms of course content and rigor while simultaneously fulfilling the need for students to move effectively through an accelerated program.

Transfer and General Education: "Many students enroll in a community college to gain the skills required for employment in jobs that are expected to be more complex than they are today." (Page 7)

As previously noted, a significant number of PACE students enroll in our program to acquire or update job skills or to discover or develop career interests, plans, and goals.

It must be noted that Pierce College has an excellent set of offerings of workshops and classes in career, personal, and educational skills. Because of the intensity of the program's curriculum and its accelerated mode, it is not currently practical to require that PACE students enroll in these workshops and classes. However, our students are regularly and strongly encouraged to take advantage of those offerings, and many of them do, particularly those who are not enrolled in all four classes in a given semester.

Transfer Education: "Since the number of California high school graduates -- that largest pool of potential transfer students -- generally will decline until 1992, it is important that the achievement of transfer goals be measured by the transfer rate. . . ." (Page 8)

The Pierce College Matriculation Program assists faculty in identifying students in need of tutorial programs. Among the alternatives presented to such students is enrolling in our PACE program. The Pierce College program is seen by the Matriculation Program as an appropriate avenue down which the adult student population may travel. As the Matriculation Program more fully develops its procedures, the PACE program will be better able to address the needs of the college's adult student population.

According to District statistics, 81% of Fall 1990 and Fall 1991 PACE student declared the goal of wanting to get a Bachelors degree after earning their Associate degree.

ESL and Basic Skills: ". . . California adults will in general be less proficient in English and basic skills in the future than they have been in the past." (Page 9)

The Pierce College PACE program has established a minimum entry level of English 28 (pre-college composition; it is the only non-transferable course offered in the program) based on the college's assessment test. In addition, students must take the mathematics assessment test and complete the PACE transfer-level math course (Mathematics 230 [Mathematics for the Liberal Arts Student]).

For those entering the program with less than English 101 skills, PACE offers a summer class designed specifically for PACE students. There are, as well, continuing PACE students who enroll in the class. A series of math skills workshops is proposed beginning with the Fall 1992 semester. In addressing these levels of English and mathematical skills, PACE clearly meets the need of those "individuals displaced from their jobs because of economic or technological change [who] frequently experience difficulty in their attempts to retrain for another occupation because they lack basic language and computational skills."

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Student Services: "The Community Colleges are commuter institutions. four of every five students work, either full- or part-time. Trends indicate that in the future more Community College students will face a schedule in which they will be commuting between home, work, child care, are college -- thereby limiting their time on campus. Many students are coming from low-income families -- needing such services as financial aid and child care. In addition, more students are invariably arriving at the Community Colleges inadequately prepared, needing assessment of their skills, counseling, referral to the proper level of instruction, and follow-up" (Page 13)

Not only is PACE a complete General Education transfer package; the support system built into the program provides a level of accessibility not typically available to the "regular" student population. From the counselor, who is often the first contact an in-coming student has and who is available for appointments at times scheduled to meet our adult students' schedules; to the director, who maintains contact with all Student Services offices and facilities on campus in order to inform PACE students about grants, scholarships, and campus activities; to the faculty, who "knows the ropes" on the campus and can very often expedite an administrative snafu on a more effective basis because of the level of contact that is maintained between our students and the staff. There are advantages to our PACE students that are not usually afforded the "regular" student population. One example of an advantage PACE students have is an early appointment time for the college bookstore, thus enabling them to have assignments prepared even before the first meeting of the semester.

Human Resources: "To secure the needed staff, the system must: Enhance the recognition and status of the Community College faculty." (Page 15)

Given the economic restraints that have influenced the ability of Community Colleges to hire new faculty, PACE provides an opportunity (1) for senior faculty to experience a unique and diverse mode of educating adult students, (2) to new faculty -- those who have not taught full-time at the Community College level, for example -- to experience a unique and diverse mode of educating adult students, and (3) to the college and its academic departments to evaluate the job performance of potential candidates for faculty positions.

In providing these opportunities, PACE clearly enhances the prestige of the Community College (and Pierce, in particular), resulting in a perception that our institution is much more than "grades 13 and 14" or "a high school with ashtrays." Because many PACE students work in industry, the heightened image of the Community College experience is carried back with them to their job, thus extending the breadth of positive exposure Community Colleges and Pierce richly so deserve.

Finance: The Board of Governors endorses an "increase [in] the productive use of State funds and [the ability to] demonstrate accountability for their use in district budgets." (Page 20)

As previously indicated, the budget for our PACE program is approximately 25% of the ADA-generated funds brought into the Los Angeles Community College District and to

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Pierce College. The remaining approximately 75% is disseminated throughout the District to help support other programs (whether PACE or otherwise), and some of that funding is earmarked for the college.

Because the costs of maintaining a PACE program are in line with traditional department budgets, there is not an excessive drain on the District's or College's abilities to fund the program. This is especially true when one considers a funds-generated v. funds-expended formula as it applies to our PACE program.

It is hoped that this analysis of the Basic Agenda of the Board of Governors establishes how effectively the PACE program at Pierce College addresses the items identified as important to the future of education in California. There is no intention to imply that PACE is all things to everyone; we maintain, however, that we are many positive things to most people. In applying that idea, our PACE program pledges to continue adapting to the increasingly diverse, adult student population we were designed to educate. In so doing, we are sure that Pierce College will meet the needs of its academic and professional communities.

PROPOSAL SELECTION CRITERION E
Increase the Access, Retention, Completion or Transfer Rates for Underrepresented Groups: How the PACE Program Meets these Needs

The Board of Governors identifies one component of "underrepresented groups" as "the majority of new workers -- women and minorities -- [who] traditionally have been underrepresented in postsecondary education." (Pages 3-4) This discussion of how PACE meets the needs of access, retention, completion, or transfer rates will focus on that student population.

What follows is information provided by the Los Angeles Community College District's Division of Educational Services and is based on Fall 1990 and Fall 1991 semesters, the most recent complete sampling available.

- Of the total PACE population of 903:
  - 70.32% of PACE students are women.
  - 1.9% are Asian; 6.4% are Black; .9% are Filipino; 11.4 4% are "other"; 72% are White.
  - 11.9% are under age 20; 25.1% are 20-24; 36.7% are 25-34; 26.3% are above 35.
  - 64.6% have previous college work completed upon entering the program.
- Combining these data, the following statistics can also be substantiated:

  Traditional Ethnicity by Gender:

  Asian
  Females - 1.22%
  Males - .66%

  Black
  Females - 5.22%
  Males - 1.22%

  Filipino
  Females - .78%
  Males - .11%

Hispanic
Females - 7.64%
Males - 3.77%
Other
Females - 5.09%
Males - 2.33%

White
Females - 50.39%
Males - 21.59%

Age Group by Gender:

Under 20 (94 total)
Females - 6.73%
Males - 3.16%

20-24 (198 total)
Females - 15.95%
Males - 9.11%

25-34 (290 total)
Females - 23.04%
Males - 13.67%

Over 35 (208 total)
Females - 21.65%
Males - 4.68%

Given that 70.32% of the sample PACE student population is female – a percentage that is typical of current enrollments – and that 28.02% are minority or "other" ethnic groups, it is apparent that our program addresses and meets the academic needs of the group identified by the Board of Governors as those who "traditionally have been underrepresented in postsecondary education."

PROPOSAL SELECTION CRITERION F
Offer Support for Students who are Deficient in Basic Skills: English and Math Skills

Because PACE is a transfer-oriented, General Education program, we do not have course work within our curriculum which address basic skills deficiencies. Students whose skill levels are such that they need referral are counseled or directed into appropriate academic and support services available at Pierce College. For example, the Learning Center provides a variety of tutorial and workshop-format skills programs, as does Gender Equity and EOP&S.

The Pierce College PACE program has established a minimum entry level of English 28 (Intermediate Reading and Composition; it is the only non-transferable course offered in the program). In addition, students take the mathematics assessment test prior to enrolling in Mathematics 230 [Mathematics for the Liberal Arts Student].

For those entering the program with less than appropriate English skills, the program offers a summer class designed specifically for PACE students. There are, as well, continuing PACE students who enroll in the class. A series of math skills workshops is proposed beginning with the Fall 1992 semester. In addressing these levels of English and mathematical skills, PACE attempts to meet the need of "individuals displaced from their jobs because of economic or technological change [who] frequently experience difficulty in their attempts to retrain for another occupation because they lack basic language and computational skills."

APPENDIX A
Los Angeles Pierce College
Project for Adult College Education (PACE)

FIVE SEMESTER CURRICULUM: COURSE OFFERINGS

"Work and Society"

History 11	Political & Social History of the United States	3 units
English 240	Literature and the Motion Picture I	3 units
Art 103	Art Appreciation I	3 units
Psychology 16	Love and Marriage	3 units

"Culture, Community, and Identity"

History 12	Political & Social History of the United States	3 units
Economics 2	Principles of Economics II	3 units
Philosophy 2	Introduction to Philosophy	3 units
English 28*	Intermediate Reading and Composition	3 units
English 101*	College Reading & Composition I	3 units

* Students enroll in either course according to placement test scores.

"Values, Technology, and Society"

Physical Science 1	Physical Science	3 units
Physical Science 14	Physical Science Lab	1 unit
Philosophy 6	Logic in Practice	3 units
Humanities 30	The Beginnings of Civilization	3 units
Mathematics 230	Mathematics for the Liberal Arts Student	3 units

"Changing Life on Earth"

Humanities 31	Man in Contemporary Society	3 units
Philosophy 20	Ethics	3 units
Anthropology 101	Human Biological Evolution	3 units
Health 9	Health for the Mature Adult	3 units

"Perspectives on Everyday Life"

Psychology 1	General Psychology 1	3 units
Speech 101	Oral Communication I	3 units
Political Science 1	The Government of the United States	3 units
English 209	California Literature	3 units

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APPENDIX B
Los Angeles Pierce College
Project for Adult College Education (PACE)

FIVE SEMESTER CURRICULUM:
COURSE DESCRIPTIONS

Anthropology 101: Human Biological Evolution (3) (UC:CSU)
Explores the field of Biological Anthropology emphasizing the evolution of the human species. Topics include human heredity, mechanisms of evolutionary change, human variation, and the reconstruction of human evolutionary history through examination of the fossil record and comparative studies of our closest biological relatives, the living monkeys and apes.

Art 103: Art Appreciation I (3) (UC:CSU)
Furthers the understanding and appreciation of the visual arts. Recommended for the non-Art major.

Economics 2: Principles of Economics II (3) (UC:CSU)
Presents macroeconomics, emphasizing aggregative economic analysis, including money and banking, national income determination, and public finance. Recommended as the first course in Economics.

English 28: Intermediate Reading and Composition (3)
Introduces the student to the elements of composition and critical reading. Designed to assist the student to make a successful transition to English 101. Emphasizes grammar, sentence structure, paragraph and essay writing.

English 101: College Reading and Composition I (3) (UC:CSU)
Develops proficiency in reading and writing through application of the principles of rhetoric and the techniques of critical thinking. Prerequisite is an understanding of the elements of grammar, punctuation, and sentence structure.

English 209: California Literature (3) (UC:CSU)
Examines the literature of California authors. Includes readings of literary classics, discussion, and writing of several critical papers.

English 240: Literature and the Motion Picture I (3) (UC:CSU)
Examines the comparative arts of literature and the motion picture. Includes readings of literary classics, screening of film classics based upon these literary sources, discussion, and writing of several critical papers.

Health 9: Health for the Mature Individual (3) (CSU)
Designed to meet the personal needs and interests of the mature and older students in the field of aging. Emphasis is placed on promoting and maintaining physical, emotional, and social good health, despite possible limitations of advancing years.

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FIVE-SEMESTER CURRICULUM: COURSE DESCRIPTIONS
Page 2

History 11: Political and Social History of the United States I (3) (UC:CSU)
Surveys the history of the United States from pre-Columbian times to 1865. Devotes particular attention to the political and social development of this period. Surveys federal constitution.

History 12: Political and Social History of the United States II (3) (UC:CSU)
Surveys the political, social, and institutional changes in the history of the United States since the Civil War.

Humanities 30: The Beginnings of Civilization (3) (UC:CSU)
Introduces the general concepts of the humanities from ancient times to the Renaissance. Literature, ideas, and art are studied and compared in relation to their background, medium, organization, and style. Stress is placed on awareness of differences in cultural heritage, values, and perspectives as revealed in the arts.

Humanities 31: Man in Contemporary Society (3) (UC:CSU)
Surveys man's cultural development from the Renaissance to the present. Presents general information on the arts, literature, and ideas of the Renaissance, Baroque, Neoclassic, and Romantic periods. Includes an examination of Twentieth Century culture in particular. Since Humanities 30 and 31 are independent of each other, they need not be taken in successive order.

Mathematics 230: Mathematics for the Liberal Arts Student (3) (UC:CSU)
Discusses fundamental concepts from selected topics in mathematics, presented within a historical perspective and indicating relationships between mathematics or the physical sciences. Prerequisites: Math 120 (Plane Geometry) and 125 (Intermediate Algebra), or their equivalent. Note: Math 115 (Elementary Algebra) is a prerequisite for Math 120 and 125.

Philosophy 2: Introduction to Philosophy II (3) (UC:CSU)
Introduces the student to some of the traditional areas or contemporary issues in Philosophy, with some of the approaches and terminology found in philosophical literature.

Philosophy 6: Logic in Practice (UC:CSU)
Applies the logical principles of sound thinking to morals, politics, and everyday life. Emphasis is placed upon the analysis of language as an aid to sound thinking.

Philosophy 20: Ethics (3) (UC:CSU)
Considers human conduct, its rules and natural law, the moral basis of institutions, religions, and the moral order.

Physical Science 1: Physical Science I (3) (UC:CSU)
Provides an integrated course for non-science majors in basic physical science, indicating its interdependence upon modern thought and living. Emphasizes interrelationships between the physical sciences and is especially concerned with applications to environment problems.

Physical Science 14: Physical Science Laboratory (1) (3) (UC:CSU)
Provides laboratory experience supplementing the instruction given in Physical Science 1.

APPENDIX B
FIVE-SEMESTER CURRICULUM: COURSE DESCRIPTIONS
Page 3

Political Science 1: The Government of the United States (3) (UC:CSU)
Studies the Government of the United States as to historical background, Constitutional background and development, structures and organizations, legal framework, basic concepts and key problems. Also provides an understanding of U.S. foreign policy, political parties and the electorate, civil liberties and civil rights, and issues facing the American people. A special study of California State and Local Government is a basic part of this course, providing for a strong civic involvement in self-government.

Psychology 1: General Psychology 1 (3) (UC:CSU)
Presents an introduction to the vocabulary, methods, and problems of psychology. Discusses individual and social problems of everyday life through the viewpoints and methods of modern scientific psychology.

Psychology 16: Love and Marriage (3) (CSU)
Presents a scientific study of human behavior and experience as expressed in love and marriage. Such topics as the psychological motives of couples, the emotional maturity of couples, the need for an adequate frame of reference for marriage, the development of interpersonal competence and effective partner and parentage relations are studied.

Speech 101: Oral Communication I (3) (UC:CSU)
Offers training in the theory of speech communication and the practice of effective preparation and delivery of structured oral presentations.

APPENDIX C
Los Angeles Pierce College
Project for Adult College Education (PACE)

ADULT DEGREE PROGRAMS
Bachelors Degree Programs

Antioch University - Los Angeles
- B.A. Liberal Studies

California Lutheran University - Thousand Oaks
- B.S. Accounting
- B.A. Business Administration
- B.S. Business Administration
- B.S. Computer Information Systems
- B.S. Computer Science
- B.A. Marketing

California State University, Dominguez Hills
- B.A. Interdisciplinary Studies

California State University, Hayward
- B.A. Human Development
- B.A. Liberal Studies

University of La Verne - School of Continuing Education - Burbank
- B.S. Business Administration

Mount Saint Mary's College - Los Angeles
- B.S. Business Administration
- B.S. Psychology

National University - Inglewood
- B.A. Education, Multiple Subject or Single Subject Credential
- B.A. Business Administration

Pacific Oaks - Pasadena
- B.A. Human Development (early childhood concentration)

Pepperdine University - Encino
- B.S. Management

University of Phoenix - Van Nuys
- B.S. Business Administration
- B.A. Management

University of Redlands - Encino
- B.S. Business and Management
- B.S. Information Systems

West Coast University - Los Angeles
- Degrees offered in: Business and Management, Computer Science, Engineering, and Engineering Technology.

Woodbury University - Burbank
- B.S. Business Administration

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APPENDIX D
Los Angeles Pierce College
Project for Adult College Education (PACE)

EDUCATIONAL GOALS
(PACE/Spring 1992)

Listed below are raw totals from a sample of Spring 1992 PACE students. The information is based on college application forms and was compiled by the Educational Services Division of the Los Angeles Community College District.

Acquire new job skills	34
Update job skills	28
Discover/develop career interests, plans, and goals	24
Obtain two-year Vocational degree without transfer	2
Obtain two year Associate degree without transfer	33
Obtain Vocational certificate without transfer	1
Obtain Bachelors degree after completing Associate degree	204
Obtain Bachelors degree without Associate degree	44
Maintain certificate or license	2
Complete credits for high school diploma or GPA	1
Personal development	7
Undecided on goal	32